DOCUMENT RESUME

ED 219 750 CS 206 869

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TITLE Multicultural Representation in Children's Books.
PUB DATE [81]
NOTE 32p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Age Discrimination; *Childrens Literature; *Content Analysis; *Cultural Pluralism; Disabilities; Ethnic Groups; Evaluation Criteria; Females; Illustrations; Language Styles; Regional Characteristics; Religion; Socioeconomic Status; *Textbook Content; *Textbook Research

ABSTRACT

Fifty-seven children's books of accepted literary worth were evaluated for quantity and quality of multicultural representation. For evaluation, the cultural groups represented in the books were arranged under nine headings: females, age, socioeconomic status, religion, handicaps, ethnic background, regional culture, language, and illustrations. The books were composed of two sets: 32 Newbery Award books from 1950 to 1981, and 25 children's classics ranging from 1697 to 1934 in original publication dates. First the books were read in random order by the researcher. During this reading and evaluation process, an outside person read two books from the first third of the books read and evaluated, two from the middle third, and two from the final third. These outside evaluative findings were then compared with the researcher's to see if a change factor in the evaluative process had occurred. To avoid reader fatigue, the researcher read no more than 1.5 hours without a 10-minute break. Findings showed that books of accepted literary worth did offer quality multicultural representation, though no books met the acceptable criteria levels for all nine categories. Of the 57 books examined, 21 proved acceptable. Broken into sets, 3 of the 25 classics and 19 of the 32 Newbery books were acceptable. The four categories with the highest percentages of acceptable responses were socioeconomic status, females, age, and regional culture. Comparing the two sets of books with one another, the pattern showed that acceptable multicultural representation increased with time--the acceptability percentages being consistently higher for Newbery books than for classics. (HOD)

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Multicultural Representation in Children's Books

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CS206869

Multicultural Representation in Children's Books

Introduction

Multicultural education has become a topic of increasing interest to many educators in America. The Association for Supervision and Curriculum Development (ASCD) devoted its annual curriculum study text to this topic in 1977. Entitled Multicultural Education: Commitments, Issues, and Applications, this text authored by ASCD's Multicultural Commission expressed the view that multicultural education is not just a passing phase in educational interest but is a natural outgrowth of the democratic system of giving an equal voice and role to all citizens. Multicultural education was seen as a realistic response to the many cultural groups present in the United States.

The National Council for Accreditation of Teacher Education (NCATE), in its 1977 adoption of Standards that became effective January 1, 1979, voiced a commitment to multicultural education. NCATE's standards require that "provision . . . be made for instruction in multicultural education programs." This subject is to receive attention in "courses, seminars, directed readings, laboratory and clinical experiences, practicum, and other types of field experiences." (p. 4) This Multicultural Education Standard holds for both undergraduate and post-baccalaureate or advanced, graduate level training programs.

For the educator, then, an important question to raise concerning multicultural education is at what point in a person's education this training should begin. The ASCD Commission reports findings that show a child's "cultural heritage" is formed by his earliest associations. Home and community influences mold and shape the way in which a child perceives words, establishes relationship patterns, learns to communicate, and forms fundamental values

and attitudes. A child's cultural mold is set before he comes to school, and thus the ASCD goals stated for multicultural education are not to change the child's culture itself but rather to help in his understanding of and ability to deal with persons of differing cultures. Although it is recognized that multicultural education can be an ongoing part of the elementary and secondary curriculum, the present study will be concerned with multicultural education in the elementary grades. The elementary grades are defined broadly as grades kindergarten through seven.

How can multicultural education be incorporated into the elementary school program? The elementary reading program is one available means. Children in the elementary grades are presented with much written material, read either to or by them. Thus, the written word has much potential for presenting young children with information about a multicultural society. Indicating the significance of images presented in print to children, Sutherland and Arbuthnot (1977) state the following concerning use of books with children:

> Children see in books their own images, and if these are distorted or if there is stigma by omission, such self-images are damaged. And it is especially important that the minority group is pictured not as "them" but as "one of us," that the books about children of minority groups show the diversity within the group rather than a stereotype. (p. 303)

Huck (1979) recommends the use of books to strengthen multicultural understanding. She admits that books cannot substitute for "first-hand" contact with people of other cultures, but literature can at least raise the "consciousness level" of children and help them to consider thoughtfully how other people are

uniquely different from them as well as like them (p. 431).

In view of the reported educational interest in multicultural representation and the potential impact that children's literature can have in this area, is the educator's only concern to be that of locating books for children which present persons of many cultures as valuable individuals? Taking this rather extreme position, Kalkhoff (1973) has made the recommendation that, even though their literary quality is second or even third rate, newly published feminist books for children be purchased by librarians because they fill a supposed multicultural void in children's books. Kalkhoff suggests that once books with more literary quality are available they can be purchased to take the place of these lesser quality books. She offers no objective data for her assertion that books of literary quality with multicultural representation are unavailable, and so one may wonder if there actually is such a dire need for multicultural books that literary quality can be ignored. Is it, in fact, an error to set aside books of the past altogether as out-dated and valueless in favor of second and third rate books of today claiming to feature multicultural emphasis as recommended by Kalkhoff?

Statement of the Problem

In response to Kalkhoff's assertion, a significant question to ask is: Are there books of accepted literary quality which also contain multicultural representation? If so, might such books be preferred for use with children, offering thereby multicultural education and literary worth, rather than Kalkhoff's second and third rate books. This question can be rephrased as follows for the present investigation: Has there been a lack of multicultural representation in children's books of accepted literary worth?

Design of the Investigation

Rationale

Before investigating the problem statement, several terms must be defined clearly. Multicultural education, the concern of ASCD and NCATE, has been defined by Banks (1979), who has both written and spoken widely on the topic, as "a type of education which is concerned with the cultural groups within American society that are the victims of discrimination and assaults because of their unique cultural characteristics" (p. 27). But what is meant by the term "cultural groups?"

Culture is defined for the present study as the unique achievements or characteristics of a human group which differentiate that group from other groups by means of common traditions, values, beliefs, physical traits, and/or ways of life. In the United States there are many levels of cultural identity. The "American way of life," according to the definition used for the present study, is a culture group itself; but involved in this national culture are various subcultures such as the ethnic groups of Polish Americans, Afro-Americans, and Asian Americans, all of whom have distinctive cultural backgrounds. Within the overall view of the United States as a nation, certain regional culture groups are evident apart from ethnic background. These regional culture groups include such persons as Southerners, Midwesterners, New Englanders, or Southwesterners. Finally, there are cross-groupings, even within these regional sections, made up of people with distinctive lifestyles and interests which constitute a cultural identity. These latter groups include the distinctive interest categories of intellectuals, professionals, non-conformists such as the "hippies" and "beatniks" of past

decades, evangelical Christians, and feminists. The individual members of these various special interest groups reflect their regional cultures, but they also cut across regional boundaries in forming national interest groups such as the American Medical Association, the Moral Majority, and the National Organization of Women. The aged and the handicapped, who share identifiable ways of life based on the characteristics of the aging process and the special needs of the handicapped, also form cultural groups. Having defined for the present study what is meant by "culture" it is realized that the prefix "multi" simply adds to the term a sense of more than one culture, as illustrated in the examples above.

Representation refers to the actual presence of persons of different cultures within the text of a book. It does not include references to persons acting like "wild Indians;" the Indian must be present in the book itself.

Sample Selection

To constitute such a group of children's books of accepted literary worth for evaluation in the present study, two groups of books were identified. The first group is made up of the Newbery Award books, each representing the American Library Association's (ALA) American Library Selection Committee's (1978) choice as "the most distinguished contribution to literature for children published in the United States during the preceding year" (p. 1). The second group is a representative sampling of those books generally selected as classics for children. These two groups of books are often shelved separately in libraries and bookstores as "Award Books" and "Classics," and as such are frequently purchased by parents and others as books of indicated

excellence for children.

To select a representative group of generally accepted children's classics, the present writer identified sixty books noted as classics in six often used children's literature textbooks (Huck, 1979; Lickteig, 1975; Smith and Park, 1977; Sutherland and Arbuthnot, 1977; Sutherland, Monson, and Arbuthnot, 1981; Tiedt, 1979). These sixty books were then presented in checklist form to ninety-five students in four graduate level education courses at a large southeastern university. These students were asked to identify the twenty-five books from the group of sixty that they most considered to be classics and would recommend to readers. The checklists were then compared and tallied, and the twenty-five books most often selected were chosen for evaluation in the present study. (See Appendix A for this list of classics.)

In appreciation of the definition of a classic as a book accepted by at least two generations of readers (Jordan, 1976), it was clear to the present writer that such books would not generally be books first published in the last thirty years. Therefore, it was determined that the Newbery Award books to be considered in the present study would be those that have won the award from 1950 to the present, 1981. (See Appendix B for this list of Newbery books.) Thus a fairly time representative sampling of books of literary worth was identified including classics of the past and award winning books of more recent time. The total number of children's books to be evaluated is fifty-seven.

Summary of Literature Review

In feasibly handling the plethora of literature available on multicultural

representation and children's books, the material was divided into two categories: multicultural representation in general in children's books and specific categories of multicultural representation in children's books. The latter category was subdivided into the particular cultural groups investigated in the present study. Literature was also found concerned with some of the particular fifty-seven books involved in the present study.

Several repetitive themes appeared in the literature. One theme concerned the manner in which an older book should be evaluated multiculturally. Some stated that it should be evaluated from an historical perspective, accepting cultural stereotypes if they were true of the time period in which the book was written. Others stated that because older books read today are indeed read with a modern mind, then such books must be evaluated in terms of the cultural realities of today.

Another significant theme concerned the credentials to be required of those writing books about distinct cultural groups. Some--particularly those discussing books about blacks or Native Americans--stated that only members of the particular cultural group portrayed were qualified to write about such persons. Others, however, stated that it was important for children to be presented with a variety of cultural perspectives--both positive and negative--in an effort to teach critical reading skills; thus, books written by authors not of the same cultural identity as those of whom they were writing would be helpful in guiding children to evaluate various cultural perspectives.

A third, and similar, theme concerned the question of censorship in books for children. Some held that children should be given a variety of culturally representative books and then be trained to evaluate these books

critically. Others held that children should be given only books which present various cultures in a positive, constructive light. And, finally, still others held that while books containing negative cultural portrayals should not be withheld from children, they should instead be rewritten to change or delete negative cultural portrayals.

Historical trends were also present in discussions of cultural representations. The types of roles assigned to women have become broader to include more professional careers and fewer constrained psychological portrayals. The characterizations of older persons have also broadened realistically to show such persons still active and with better health and financial security than in years past. The presentations of ethnic groups other than Anglo-Saxon have changed, becoming less culturally stereotypic and more ethnically authentic.

Tied in part to ethnic portrayals and stereotypes, persons of less than middle- and upper-class socio-economic status have come to play slightly more significant roles, and persons speaking non-standard English have been more kindly portrayed. No longer is non-standard "dialect" commonly portrayed through misspellings which can connote ignorance, but instead the actual grammatical basis of language has been examined and used to produce more authentic and less derogatory non-standard English speech patterns.

Finally, a lack of significant concern with the portrayals of persons of religious backgrounds other than the largest Protestant denominations in the United States was identified. This same lack was detected concerning presentations of mentally handicapped persons.

Instrumentation

Design

In evaluating multicultural representation in children's books, the present writer determined that two important questions to answer were to what extent multicultural figures appeared in books and the kinds of roles they played. Further, how could such information best be evaluated? The present writer determined that an evaluative checklist would be the best method of measurement.

The problems of developing a checklist such as the one designed for the present study were fairly complex. (See Appendix C for a copy of this Checklist.) A basic consideration was which particular cultural characteristics and groups to represent on the checklist. In its Standard Statement, NCATE (1977) specifically includes, but is not restricted to, the areas of racism, sexism, power or status possession, and linguistic diversity. ASCD (Grant, 1977) is concerned with eliminating discrimination related to race, sex, social class, age, physical size, and handicaps. Banks (1979), cited earlier, includes in multicultural education the culture of females, racial and ethnic cultures, religious cultures, and cultures of regional locale.

The Council on Interracial Books for Children (CIBC, 1976), a special interest group examining children's books, recognizes racism, sexism, elitism, materialism, individualism, ageism, conformism, and escapism as identifiable in books through role determination, language use, and illustrations. The CIBC evaluates each book to determine if these factors are handled in a positive or negative way or simply ommitted. The CIBC also looks for the building of positive or negative images in females or minorities, inspiration of action

or oppression in cultural minority groups, and cultural authenticity.

Another special interest group evaluation method, the Garcia-Armstrong Matrix System (Garcia and Armstrong, 1979), is designed to identify problems in textbooks dealing with various racial and cultural groups. In using this Matrix System, a particular racial, ethnic, or cultural group is identified, and a book is evaluated by examining each sentence in the book referring to the group according to two criteria: (1) how the target group is discussed in comparison to other cultural, racial, or ethnic groups, and (2) how the group is described in relation to its environment--as active or passive.

As a representative children's literature text, the recently published Sutherland and Monson update of the former Sutherland and Arbuthnot text, Children and Books (1981), examines children's books for the following areas of multicultural representation; racial and ethnic minorities, religious minorities, women, and the disabled. Each of these areas is considered for each type of children's book such as realistic fiction, biography, and fantasy.

The areas of multicultural identification named by the groups above, with NCATE and ASCD identifications carrying more significance as those of national professional groups, were carefully considered. A list of ten factors for multicultural book evaluation was then determined by the present writer. These factors, a major step in delimiting the study, are females, children, older persons, non-professionals, persons of minority religious groups, plysically handicapped persons, mentally handicapped persons, persons of non-Anglo-Saxon ethnic background, persons of regionally identifiable background, and persons possessing identifiable speech patterns different from standard English. As represented in the checklist the categories are titled as

follows: Females, Age, Socio-Economic Status (S-E-S), Religion, Handicaps, Ethnic Background, Regional Culture, and Language.

Having identified specific categories, accompaning questions were designed for each category to identify the quality or type of representation, such as passive or active, positive or negative, and stereotypical. These questions were also designed to identify depth of character development, such as major or minor character and valued or distinct character. The present writer realizes that other questions might have been asked concerning specific representations of cultural groups and that categories such as ethnicity might have been broken down into more narrowly identified cultural groups such as Mexican American or Afro-American. This, however, was not in keeping with the intention of the present study.

The checklist went through many stages of revision as it was pilot tested on numerous occasions with educators, college students in a Children's Literature class, and professionals from several fields. A conscious effort was made to delete any terms which proved confusing to the evaluators as well as to explain any terms such as major character, valued person, or person with a distinct personality so that the evaluations could be based on objective criteria rather than subjective feelings or intuition. (A lengthier and annotated copy of the Checklist in which terms used are defined with specific criteria for acceptance is available upon request from the author.)

Reliability and Validity Testing

The final instrument has been tested for reliability in the areas of objectivity or inter-rater reliability and stability, as well as face and content validity.

Inter-rater Reliability. In determining inter-rater reliability, the real need present was to determine the agreement found between several persons rating the same book at the same time. In determining this level of agreement, the chi-square statistic was selected for use because the affirmative-negative responses offered only nominal data for which the chi-square technique is well suited and chi-square can be used to determine whether observed proportions differ significantly from theoretically expected proportions. Thus the chi-square "goodness of fit' test could be used to determine if the amount of rater agreement and disagreement on individual categories and whole sections was due to some predetermined proportion of chance agreements and disagreements or was statistically significant in its amount (rate) of similarity and difference of response.

The particular responses used in the reliability study came from fourteen college juniors and seniors in a Children's Literature course. In applying the chi-square proportional methodology to their responses, the overall statistical significance of the checklist was shown at the .001 level.

Stability. Stability was determined by having three different people read and evaluate at least two books three times. Each reading and evaluation was at least one week apart. Again, a chi-square "goodness of fit" statistic was applied. The three evaluations of each person for each book were considered individually, and all seven showed statistical significance at the .001 level.

Validity. The validity of the instrument was determined on two levels. To insure face validity, the first level, the present writer was careful to study and compare a number of specific lists of multicultural groups and

criteria for evaluating the representational quality of such groups in literature. The second validity level, content validity, was determined through a comparison of the checklist findings for ten particular children's books. These ten books were carefully selected so that five constituted books generally considered strong in multicultural representation and five constituted books generally considered weak in multicultural representation. The ten books were compared by computing the mean of the total number of "Yes" responses for each of the two groups. The mean for the strong group was 25.4 and for the weak group was 14.2. The strong group had almost twice as many affirmative responses as the weak group, indicating the fact thereby that the checklist was indeed valid for determining extent and quality of multicultural representation in children's books.

Data Collection

Data were collected for the fifty-seven books involved in the present study by the present writer reading each book and evaluating it according to the checklist. Care was taken that the present writer would not be influenced in evaluation by evaluator sophistication. This could happen by becoming more multiculturally aware during the progressive reading of the books or by tightening checklist criteria in the evaluation process. First, the present writer assigned random numbers to each of the fifty-seven books and then read them in random order. During this reading and evaluation process, an outside person read two books from the first third of the books read and evaluated, two from the middle third, and two from the final third. These outside evaluative findings were then compared with the present writer's evaluations to see if a change factor in the evaluative process had occurred; no significant differ-

ences were identified. In an effort to avoid reader fatigue, the present writer read no more than one-and-one-half hours without a ten-minute break.

Data Analysis

The data were compared not only according to overall summary scores but also by the nine individual categories on the checklist. Charts and tables were designed to show the percentage of books recommended overall as well as for each of the nine areas. Frequency and percentage polygons were designed to study changes in multicultural representation from 1949 to 1980 for the Newbery books and from 1697 to 1934 for the classics. Also the two sets of books were compared for any significant differences in extent and type of multicultural representation. (These charts, tables, and polygons are available upon request from the author.) These data were analyzed to answer the problem question of whether there has been a lack of multicultural representation in children's books of accepted literary worth.

In the instrument validity testing, the mid-point score for the ten books evaluated on the forty-five item checklist was 19.8. It was determined that this would be the cutoff point for acceptability multiculturally for the books examined in the present study. 19.8 was rounded up to twenty because the number of responses would always be a whole number for each book evaluated. All books, then, with scores of twenty or more "Yes" responses were termed acceptable in the area of multicultural representation, and all books with scores of less than twenty "Yes" responses were termed unacceptable.

Conclusions

Of the fifty-seven books evaluated, twenty-one proved acceptable according to the cutoff score of twenty or more "Yes" responses. This amounted to a

approximately 39% acceptability level, slightly over one-third of the books involved in the present study. Broken down into the two sets of books, three of the twenty-five classics or approximately 12% were acceptable, and nineteen of the thirty-two Newbery books or approximately 59% were acceptable. Thus, it was shown that there were some books of acceptable literary worth containing acceptable multicultural representation.

Considering individually the nine multicultural categories involved in the present study for all fifty-seven books, the four categories having the highest percentages of acceptable responses were Socio-Economic Status, Females, Age, and Regional Culture. A good number of books acceptable in these areas were identified: thirty in SES, twenty-nine in Females, twenty-nine in Age, and twenty-five in Regional Culture. Area lacks were also identified. Only fifteen books offered acceptable presentations of persons speaking non-standard English. Only three of these fifteen books were classics; although non-standard English was present in more than three classics, it was present in a non-stereotypical form in only three. Only fourteen books offered presentations of non-major religions, and only one of these was a classic. Again, religion was definitely present in many classics, but it was only present in a Protestant format. The most glaring contrast between Newbery books and classics was in the category of Non-Anglo-Saxon Ethnic Background. Although twelve books contained acceptable representations, not one of these was a classic. Some classics did present non-Anglo-Saxon persons in their texts but only in a stereotyped form. This stereotyping of persons was often paralleled by the stereotyping of dialects assigned to such persons in the text. Finally, the weakest category for both sets of books was Handicaps,

with only ten books acceptable: six Newbery books and four classics. (See Appendix D for a percentage polygon of acceptability levels for both sets of books in all nine categories.)

The two sets of books were considered chronologically in a search for patterns that might have developed over time such as an increase in acceptable representations of females or older persons. No such chronological patterns were identified for the two sets individually. When comparing the two sets of books with one another, however, the pattern evident was that acceptable multicultural representation increased with time--the acceptable percentages being consistently higher for Newbery books than for classics. The increase was not necessarily in simple quantity of representation, for the classics often portrayed cultures as identified by the nine categories examined. The increase, instead, was in <u>quality</u> of representation: the degree of stereotyping found in the classics in the presentation of various cultural groups was not present to such an extent among the Newbery books.

In summary, books of accepted literary worth did offer quality multicultural representation acceptable according to the standards set for the present study. A teacher or other person looking for such books, however, might need to look more often in recent books of literary merit--in the present study, books published after 1948--to find such acceptable books. But the significance of recent publication dates cannot be carried to the point of specifically recommending all of the most recent Newbery books, such as those since 1970. No chronological pattern was identified over the thirty-two years of Newbery books examined; and, in fact, half of the ten Newbery books from 1970 to 1979 did not prove acceptable according to the criteria of the present

study. There simply was a higher percentage of acceptable Newbery books from 1950 to 1981 than there was of classics from 1697 to 1934.

Recommendations

An obvious recommendation of the present study is that teachers, parents, and other interested persons take care to select books for children that contain acceptable multicultural representation and literary worth rather than use the books of admitted third or fourth rate literary quality offering only multicultural representation as recommended by Kalkhoff. The present study has shown that there are books of literary and multicultural worth, but one important fact to remember is that there were no perfect books identified--no books meeting the acceptable criteria levels in all nine categories.

Among the Newbery books, the highest scoring book, Amos Fortune, Free Man, met the acceptable levels for only six out of the nine categories, while even The Wheel on the School and The Witch of Blackbird Pond, which contained the highest number of acceptable categorical scores, met the criteria for only seven out of the nine categories. The average number of acceptable categories met per book by the Newbery books was 4.125.

Among the classics, the highest scoring book, Heidi, met the acceptable criteria for six of the nine categories. The other twenty-four classics met no more than three of the nine categories acceptably with 1.64 as the average number of acceptable categories per classic. The average number of acceptable categories for the two sets of books considered as a whole was only slightly over three out of the nine categories per book.

Thus, with no books offering complete multicultural representation in nine out of the nine categories, it is recommended that those selecting books

for children be careful to select a variety of books offering multicultural representation of different types. For example, The Summer of the Swans presented an excellent portrayal of a handicapped child but did not present any non-Anglo-Saxon persons, older persons, or persons of identifiable regional locale. This book, which in fact did not even reach the twenty "Yes" response criterion for overall acceptability, should not be excluded from use with children. It can instead be offered as one of a group of several other books which supplement its lacking categories identified above.

Another recommendation, in line with the preceding one, is that children not be protected or shielded from books offering unacceptable multicultural representation. It is more important that children be taught critical reading skills which they can continue to use in the future when no parent or teacher may be present to protect them from unacceptable books than it is simply to feed them a carefully selected and censored diet of books. Children should be offered a variety of books, especially ones in which literary worth and acceptable multicultural representation are combined, and be guided to compare and contrast such quality books with books of lesser merit.

Suggestions for Further Study

The present study has dealt specifically with only fifty-seven children's books in the area of multicultural representation. Many more studies concerned with other books such as the Newbery Honor books for each year or other classics would add to numbers of evaluative listings available for those interested in selecting children's books of literary and multicultural quality. Another interesting study could be directed toward an investigation of the literary and multicultural quality of books published by special interest groups such

as the feminist groups mentioned by Kalkhoff. Questions to ask in such a study would include "Is there a significant difference between such special interest books and the fifty-seven books involved in the present study?" and "Where do these differences lie?"

Further study is also needed to determine exactly the degree and kind of influence multicultural representation in books has upon children reading books or listening to books read to them. Simpson (1978) and McDowell (1977) doubted the effectiveness of books in changing the culturally stereotyped views of children. Litcher and Johnson (1969, 1973) indicated that the potential for positive impact of books on children's cultural perspectives was significant. Rudman (1976) suggested that both positive and negative examples of multicultural representation in books could be useful in guiding children toward critical thinking skill development. And Davis (1972) thought the threat of negative multicultural images was so great in children's literature that she recommended the revision of such books. Who is right, and who has the right solution?

A final implication for further study involves the question of how characters in children's books can be shown to differ ethnically, sexually, or in other areas culturally without being presented in stereotypical form. McCutcheon, Kyle, and Skovira (1979) addressed this question for ethnic and sexual portrayal, using the example of one of Isaac Asimov's stories which has appeared in four different children's tradebooks. In each of the tradebooks the sexual and ethnic identities of major characters were changed. "Surnames vary, suggesting ethnic or cultural pluralism, yet the characters behave in the same way and say the same things. This means that the editors

did not provide a cultural pattern supporting an ethnic or cultural identity" (p. 440). The problem the authors discussed was how the characters could have been shown to differ culturally without stereotyping cultural groups for distinct presentation. In other words, where do cultural distinctives end and cultural stereotypes begin? There is a difficult balance to be achieved, and this topic deserves further examination and consideration.

Closing Statement

The purpose of the present study was to investigate the question: "Has there been a lack of multicultural representation in children's books of accepted literary worth?" This question was raised in reaction to the recommendations of those such as Kalkhoff that books of third or fourth rate literary quality be purchased for use with and by children in order to fill a supposed multicultural lack in children's books. The present study has shown that multicultural representation is not totally lacking in children's books of accepted literary worth. It is true that some multicultural areas were less often well handled than others; but, nevertheless, acceptable books were found for all nine categories. There was no effort made to suggest the censorship of certain books lacking acceptable multicultural representation or containing cultural stereotyping. Instead the question posed was simply answered, and it was shown that there is no need or reason to compromise literary quality for the sake of multicultural representation in children's books.

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Sutherland, Z., Monson, D. L., & Arbuthnot, M. H. Children and books (6th ed.). Glenview, Illinois: Scott, Foresman and Company, 1981.

Tiedt, I. M. Exploring books with children. Boston: Houghton Mifflin Company, 1979.

Appendix A: Chronological List of Twenty-five Classics

Mother Goose Tales. 1697.

Defoe, Daniel. Robinson Crusoe. 1719.

Swift, Jonathan. Gulliver's Travels. 1726.

Wyss, Johann David. Swiss Family Robinson. 1812.

Irving, Washington. Rip Van Winkle. 1819.

Irving, Washington. The Legend of Sleepy Hollow. 1820.

Dickens, Charles. A Christmas Carol. 1843.

Melville, Herman. Moby-Dick or, The Whale. 1851.

Carroll, Lewis. Alice's Adventures in Wonderland. 1865.

Alcott, Louisa May. Little Women. 1868.

Verne, Jules. Twenty-Thousand Leagues under the Sea. 1869.

Twain, Mark. The Adventures of Tom Sawyer. 1876.

Sewell, Anna. Black Beauty: The Autobiography of a Horse. 1877.

Twain, Mark. The Prince and the Pauper. 1881.

Harris, Joel Chandler. Uncle Remus: His Songs and His Sayings. 1881.

Stevenson, Robert Louis. Treasure Island. 1883.

Pyle, Howard. The Merry Adventures of Robin Hood. 1883.

Twain, Mark. The Adventures of Huckleberry Finn. 1884.

Spyri, Johanna. Heidi. 1884.

Collodi, Carlo. The Adventures of Pinocchio. 1891.

Baum, L. Frank. The Wizard of Oz. 1891.

Barrie, J. M. Peter Pan. 1901.

Milne, A. A. Winnie-the-Pooh. 1926.

Salten, Felix. Bambi. 1929.

Travers, P. L. Mary Poppins. 1934.

Appendix B: Chronological List of Thirty-two Newbery Award Books

De Angeli, Marguerite. The Door in the Wall. 1949.

Yates, Elizabeth. Amos Fortune: Free Man. 1950.

Estes, Eleanor. Ginger Pye. 1951.

Clark, Ann Nolan. Secret of the Andes. 1952.

Krumgold, Joseph. . . . And Now Miguel. 1953.

DeJong, Meindert. The Wheel on the School. 1954.

Latham, Jean Lee. Carry On, Mr. Bowditch. 1955.

Sorenson, Virginia. Miracles on Maple Hill. 1956.

Keith, Harold. Rifles for Watie. 1957.

Speare, Elizabeth George. The Witch of Blackbird Pond. 1958.

Krumgold, Joseph. Onion John. 1959.

O'Dell, Scott. Island of the Blue Dolphins. 1960.

Speare, Elizabeth George. The Bronze Bow. 1961.

L'Engle, Madeleine. A Wrinkle in Time. 1962.

Neville, Emily. It's Like This, Cat. 1963.

Wojciechowska, Maia. Shadow of a Bull. 1964.

de Trevino, Elizabeth Borton. I, Juan de Pareja. 1965.

Hunt, Irene. Up a Road Slowly. 1966.

Konigsburg, Elaine L. From the Mixed-up Files of Mrs. Basil E. Frankweiler. 1967.

Alexander, Lloyd. The High King. 1968.

Armstrong, William H. Sounder. 1969.

Byars, Betsy. The Summer of the Swans. 1970.

O'Brien, Robert C. Mrs. Frisby and the Rats of NIMH. 1971.

George, Jean Craighead. Julie of the Wolves. 1972.

Fox, Paula. The Slave Dancer. 1973.

Hamilton, Virginia. M. C. Higgins, the Great. 1974.

Cooper, Susan. The Grey King. 1975.

Taylor, Mildred. Roll of Thunder, Hear My Cry. 1976.

Paterson, Katherine. Bridge to Terabithia. 1977.

Raskin, Ellen. The Westing Game. 1978.

Blos, Joan W. A Gathering of Days: A New England Girl's Journal, 1830-32. 1979.

Paterson, Katherine. Jacob Have I Loved. 1980.

Appendix C: Multicultural Representation Checklist

Females

1.	Are females (one or more) present in the book as either major or minor characters?[1]	Yes	No
2.	Is at least one major character in the book a female?	Yes	No N/A
3.	Are females (one or more) authentically portrayed in an appropriate variety of roles according to the time and geographical setting of the book?	Yes	No N/A
4.	Are the portrayals of females (one or more) free of stereotyping?	Yes	No N/A
5.	Are females (one or more) portrayed as valued persons?	Yes	No N/A
6.	Are females (one or more) portrayed as persons with distinct personalities?	Yes	No N/A

Age

7.	Are older persons (one or more) present in the book as either major or minor characters?[2]	Yes	No
8.	Is at least one major character in the book an older person?	Yes	No N/A
9.	Are older persons (one or more) portrayed in roles as active as possible?	Yes	No N/A
10.	Are older persons (one or more) portrayed as valued persons?	Yes	No N/A
11.	Are older persons (one or more) portrayed as persons with distinct personalities?	Yes	No N/A
12.	Are children (one or more) present in the book as either major or minor characters?[3]	Yes	No

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[1] If the response to question one is "No," then the response to questions two through six is "N/A."

[2] If the response to question seven is "No," then the response to questions eight through eleven is "N/A."

[3] If the response to question twelve is "No," then the response to questions thirteen through sixteen is "N/A."

13. Is at least one major character in the book a child? Yes No N/A

14. Are children (one or more) portrayed in roles as active as possible? Yes No N/A

15. Are children (one or more) portrayed as valued persons? Yes No N/A

16. Are children (one or more) portrayed as persons with distinct personalities? Yes No N/A

Socio-Economic Status

17. Are persons of two or more socio-economic statuses present in the book as either major or minor characters?[1] Yes No

18. Are the portrayals of persons of various socio-economic statuses free of stereotyping? Yes No N/A

19. Are persons of non-professional careers (one or more) present in the book as either major or minor characters?[2] Yes No

20. Are non-professional careers (one or more) free of negative comparison to professional careers? Yes No N/A

Religion

21. Are religious elements present in the book?[3] Yes No

22. Are persons (one or more) of religious backgrounds (one or more) other than the largest Protestant denominations in the United States present in the book as either major or minor characters?[4] Yes No N/A

23. Are the portrayals of persons (one or more) of religious backgrounds (one or more) other than the largest Protestant denominations in the United States free of stereotyping? Yes No N/A

24. Are the religious aspects presented in the book free of any attempt to indoctrinate or proselytize the reader? Yes No N/A

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[1] If the response to question seventeen is "No," then the response to question eighteen is "N/A."

[2] If the response to question nineteen is "No," then the response to question twenty is "N/A."

[3] If the response to question twenty-one is "No," then the response to questions twenty-two and twenty-three is "N/A."

[4] If the response to question twenty-two is "No," then the response to question twenty-three is "N/A."

Handicaps

25. Are persons (one or more) with physical handicaps (one or more) present in the book as either major or minor characters?[1] Yes No

26. Are persons (one or more) with physical handicaps portrayed realistically in roles as active as possible? Yes No N/A

27. Are persons (one or more) with physical handicaps portrayed as valued persons? Yes No N/A

28. Are persons (one or more) with physical handicaps portrayed as persons with distinct personalities? Yes No N/A

29. Are persons (one or more) with mental handicaps (one or more) present in the book as either major or minor characters?[2] Yes No

30. Are persons (one or more) with mental handicaps portrayed as valued persons? Yes No N/A

31. Are persons (one or more) with mental handicaps portrayed as persons with distinct personalities? Yes No N/A

32. Is at least one major character in the book a person with a physical or mental handicap? Yes No N/A

Ethnic Background

33. Are persons (one or more) of ethnic backgrounds other than Anglo-Saxon (one or more) present in the book as either major or minor characters?[3] Yes No

34. Is at least one major character in the book a person of non-Anglo-Saxon ethnic background? Yes No N/A

35. Are the portrayals of persons (one or more) of non-Anglo-Saxon ethnic background free of ethnic stereotyping? Yes No N/A

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[1] If the response to question twenty-five is "No," then the response to questions twenty-six through twenty-eight is "N/A."

[2] If the response to question twenty-nine is "No," then the response to questions thirty and thirty-one is "N/A."

[3] If the response to question thirty-three is "No," then the response to questions thirty-four through thirty-seven is "N/A."

36. Are persons (one or more) of non-Anglo-Saxon ethnic background portrayed as valued persons? Yes No N/A

37. Are persons (one or more) of non-Anglo-Saxon ethnic background portrayed as persons with distinct personalities? Yes No N/A

Regional Culture

38. Are persons (one or more) of regionally identifiable locale (one or more) present in the book as either major or minor characters?[1] Yes No

39. Are the portrayals of persons (one or more) of regionally identifiable locale free of stereotyping? Yes No N/A

40. Are persons (one or more) of regionally identifiable locale portrayed with cultural and geographic authenticity? Yes No N/A

Language

41. Are language patterns different from standard English (one or more) present in the book?[2] Yes No

42. Are the language patterns of persons of various ethnic or regional backgrounds, when different from standard English, presented realistically in a way to make the events and characters authentic? Yes No N/A

Illustrations

43. Are illustrations present in the book?[3] Yes No

44. Are persons of different cultures (two or more) as identified in this checklist, present in the illustrations?[4] Yes No N/A

45. Are persons of different cultures portrayed as authentically as possible (considering the type of book) in the illustrations? Yes No N/A

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[1] If the response to question thirty-eight is "No," then the response to questions thirty-nine and forty is "N/A."

[2] If the response to question forty-one is "No," then the response to question forty-two is "N/A."

[3] If the response to question forty-three is "No," then the response to questions forty-four and forty-five is "N/A."

[4] If the response to question forty-four is "No," then the response to question forty-five is "N/A."

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Appendix D: Percentage Polygon for All Books